



2007-08 POLICIES AND PROCEDURES FOR ACCOMMODATIONS AND ALTERNATE ASSESSMENT TO THE MEA GRADES 3-8

The No Child Left Behind (NCLB) Act mandates that all students in grades 3, 4, 5, 6, 7 and 8 be included in state assessments. In addition, Maine *Learning Results* legislation requires that all students be included in a state assessment at the fourth and eighth grade levels. All students in Maine will participate in these state level assessments through one of three avenues: standard administration, administration with accommodations, or through alternate assessment. The 2007-08 Maine Educational Assessment (MEA) measures grade level/span expectations derived from a focused set of Maine *Learning Results* at all grades 3-8. Legal requirements for students identified for federally funded programs have been taken into account in the development of this document.

POLICIES AND PROCEDURES FOR THE PARTICIPATION OF STUDENTS WITH ACCOMMODATIONS IN THE MEA

An accommodation is a change in the way an assessment is given or taken that does not alter what is being measured. These policies and procedures for accommodations are designed so that all students with unique learning needs have a fair opportunity to demonstrate what they know and are able to do on the MEA. All Maine students participating in State assessments required under the NCLB Act have access to the same accommodations, regardless of grade level.

PROCEDURES FOR DETERMINATION OF NEED FOR ACCOMMODATION

Students who may be considered for accommodations include, but are not limited to, those who are ill or incapacitated in some way, who have Limited English Proficiency (LEP), who have an identified disability under IDEA-2004, who are identified as having disabilities under Section 504 of the Rehabilitation Act, or for whom classroom accommodations are necessary on a daily basis to measure academic achievement.

All students being considered for accommodations on the MEA must have their individual situations reviewed by a team prior to the time of assessment. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations for accommodations prior to the time of the assessment.

For a student who has an Individual Educational Program (IEP), schools are required to address needed accommodations at an IEP Team meeting. Membership for this meeting is prescribed in Maine Special Education Regulations, Chapter 101, section VI, August 3, 2007.

For an LEP student, schools should address needed accommodations at a Language Acquisition Committee meeting. Membership for this committee is prescribed in the School Administrative Unit's School Board-adopted *Lau Plan*.

Recommended accommodations should be consistent with accommodations already being employed in the student's instructional program. Any accommodations recommended for a student will be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability under IDEA-2004). See the section on documentation for a suggested format.

ADMINISTRATION OF ACCOMMODATIONS

Trained school personnel should be familiar with and administer all allowed accommodations in accordance with the test administrator manuals provided with testing materials.

DOCUMENTATION OF ACCOMMODATIONS

At the time of MEA testing, coding of accommodations provided for students by content area(s) should be documented in the students' MEA answer booklets in accordance with directions in the MEA test coordinator and test administrator manuals. This information is to be coded in by staff - not students - **after** testing is completed. Information for students identified as SPED, LEP, or 504 should be documented in the school's MEDMS system.

As stated earlier, any accommodations made for a student and the justifications for these choices must also be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability). The following is sample documentation.

This student will participate in the MEA at grade level 8 with the following accommodations:		
Section	Justification for Accommodation	Accommodation Code*
ELA—Writing**		
ELA—Reading		
Mathematics	-Small group to minimize distractions for student and others -Human reader to prevent low reading levels from interfering with demonstration of math skills and knowledge	P2, P3
Science and Technology***	-Small group to minimize distractions for student and others -Human reader to prevent low reading levels from interfering with demonstration of math skills and knowledge	P2, P3

* Refer to the following two pages of this document for the allowable accommodation codes T, S, P, R, O.

** Assessed only at grades 5 and 8.

*** Assessed only at grades 4 and 8 and field tested at grade 5.

REPORTING STUDENTS' SCORES

All students will be included in the school's accountability system, and their scores will be included in the state assessment reports, regardless of the avenue of participation (standard administration, administration with accommodations, or alternate assessment).

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All accommodations used must:

- ♦ *not change what is being measured,*
- ♦ *be approved for individual students by a team, and*
- ♦ *be a regular part of the student's daily instructional program.*

Code	Accommodations Category	Details on Delivery of Accommodations
T. TIMING Tests were administered:		
T1.	with time extended beyond standard administration (same day).	Extended time may be needed by students who are unable to meet time constraints, are easily fatigued, or unable to concentrate for the length of time allotted for test completion. Testing may be extended until student can no longer sustain the activity.
T2.	with time extended beyond standard administration (several days) within the three-week MEA test administration window.	
T3.	with multiple or frequent breaks.	Multiple or frequent breaks may be required by students whose attention span, distractibility, or physical condition, require shorter working periods.
T4.	at a time of day or a day of the week most beneficial to the student.	Individual scheduling may be used for students whose school performance is noticeably affected by the time of day or day of the school week on which it is done.
T5.	using flexibility in the order in which content area tests are given.	Flexibility in the order of presentation may be used, for example, to build confidence in the student by testing those content areas in which they are strongest first, or to alleviate concerns by allowing them to complete the content area about which they are most apprehensive first.
S. SETTING Tests were administered:		
S1.	in school site other than regular classroom.	Students may be tested in an alternative site to reduce distractions for themselves or others, or to increase physical access to special equipment.
S2.	in out-of-school setting by trained school personnel. (Parents may not be used.)	Out-of-school testing may be used for students who are hospitalized or unable to attend school.
P. PRESENTATION Tests were administered:		
P1.	individually.	Individual or small group testing may be used to minimize distractions for students whose test is administered out of the classroom or so that others will not be distracted by accommodations being used (ex., dictation).
P2.	in a small group.	
P3. (Revised)	using a human reader (<i>NOT allowed for reading passages</i>).	A human reader may be used for a student whose inability to read would hinder performance in Mathematics, Science, and/or Writing. For the Reading sessions of the assessment, a human reader may be used only for questions/answer choices and directions, not for the reading passages. Words must be read as written. No translations or explanations are allowed.
P4. (Revised)	using sign language (<i>NOT allowed for reading passages</i>).	Trained personnel may use sign language to administer the test. For reading sessions, sign language may be used only for directions and most questions/answer choices, not for reading passages. Questions/answer choices assessing vocabulary may NOT be signed.
P5.	with opportunity for student to move, stand, and/or pace during assessment.	This opportunity may be used in a setting other than the classroom for a student who cannot focus when seated for sustained periods of time.
P6.	using alternative or assistive technology that is part of the student's communication system.	The test may be presented through his/her regular communication system to a student who uses alternative and assistive technology on a daily basis. Technology may not be used to read the reading passages for the student.
P7.	by school personnel known to the student other than the student's classroom teacher (e.g., ESL, Title I, Special Education).	The test administrator may be a member of the staff who works with the student from time-to-time or on a daily basis, but is not the student's regular teacher for general curriculum.
P8.	using large print version of assessment.	Both large print and Braille versions of the assessment require special processing. Directions for ordering these materials will be included in communications sent to school principals prior to the test.
P9.	using Braille version of assessment.	
P10. (Revised)	with LEP student use of a word-to-word bilingual dictionary as needed.	The student may have a dictionary available for individual use as needed, except for translating content-specific vocabulary words. Dictionaries used must be among those listed at http://www.maine.gov/education/mea/admininfo.htm , where the content-specific vocabulary list can also be found.

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Code	Accommodations Category	Details on Delivery of Accommodations
P11. (Revised)	using “sheltered English” for non-content specific terms for an LEP student in a manner that does not compromise test integrity.	Simplification of content specific terms (ex., congruent or parallel in mathematics; setting or character in reading) is NOT allowed in any part of a test session. Such simplification would change what is being measured. The content-specific vocabulary list can be found at http://www.maine.gov/education/mea/admininfo.htm .
R. RESPONSE Tests were administered:		
R1. (Revised)	using a scribe or recording device (<i>oral dictation to a scribe or a recording device is NOT allowed for the Writing session</i>).	The student may dictate answers to trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Recorded answers must be scribed prior to the return of test materials.
R2. (Revised)	using alternative or assistive technology/devices that are part of the student’s communication system (<i>except reading devices for Reading passages</i>).	The technology is used to permit the student to read and/or respond to the test. In addition to computers, such devices might include, for example, text enlargers, speech-to-text, amplification devices, Dynaboxes, electronic dictionaries and translation programs for LEP students, etc. Speech-to-text may not be used for the Writing session. Use of web-based technology is not permitted.
R3.	other assistive devices.	To enable a student to organize thinking, focus, and/or use a device that serves as a specific strategy related to a test item, other assistive devices may be used. They might include such things as templates, graphic organizers, arithmetic tables (<i>only in the calculator allowed session of the Mathematics test</i>), an abacus (<i>for visually impaired only</i>), noise buffers, place markers, carrels, etc.
R4.	with student use of a word processor.	A student may use a word processor for constructed response items and/or for the Writing session of the assessment (<i>except for online testing</i>). When used for the Writing session, spell check, grammar check, and word prediction programs should be turned off.
R5.	with student use of a braille.	A student may use a braillewriter, a slate and stylus, and/or an electronic braille to respond to questions. Responses would need to be recorded in standard format by a scribe.
R6.	with student use of visual aids.	Visual aids include any optical or non-optical devices used to enhance visual capability. Examples include magnifiers, special lighting, markers, filters, large-spaced paper, color overlays, etc.
R7. (Revised)	with LEP student use of a word-to-word bilingual dictionary as needed.	The student may have a dictionary available for individual use as needed, except for translating content-specific vocabulary words. Dictionaries used must be among those listed at http://www.maine.gov/education/mea/admininfo.htm , where the content-specific vocabulary list can also be found.
R8.	using administrator verification of student understanding following the reading of test directions.	After directions have been read, the test administrator may ask the student what he/she has been asked to do. If directions have been misunderstood by the student, the <u>directions may</u> be paraphrased or demonstrated. Test <u>items may not</u> be paraphrased or explained.
R9. (New)	using side-by-side placement of two test booklets.	All responses must be recorded in a single test booklet (gr. 3 only) or answer booklet. This accommodation is designed to allow students to see all sections related to the same item at the same time, regardless of the booklet configuration.
R10. (New)	using test administrator to rewrite word for word those portions of a written student response that are illegible (<i>including the Writing session</i>).	Test administrator may rewrite an illegible student response word for word in a legible format immediately above the student response prior to return of test materials. The rewrite may contain no changes from the student answer.
O. OTHER		
O1.	Accommodations needed by student on the paper and pencil test that are not on the MEA Accommodations list.	<p style="text-align: center;">MUST BE DOCUMENTED AND SUBMITTED TO THE DEPARTMENT OF EDUCATION IN ADVANCE</p> <p style="text-align: center;">Contact Susan Smith, MEA Coordinator susan.smith@maine.gov 207- 624-6775</p>
O2.	Accommodations needed by the student during the Grade 8 MEA Online Assessment that are not on the MEA Approved Accommodations list.	

POLICIES AND PROCEDURES FOR THE PARTICIPATION OF STUDENTS IN ALTERNATE ASSESSMENT TO THE MEA GRADES 3-8

The very few students who will require an alternate assessment are the students needing a modified measure of performance in a content area because their exceptionality is so significant that it does not allow access to the standard assessment even with a combination of accommodations. Every effort must be made to assess students through standard administration or through administration with accommodations. (Refer to the previous section of this document for further guidance on accommodations.)

Maine's alternate assessment at grades 3 through 8 is the Personalized Alternate Assessment Portfolio (PAAP). Tasks designed for use in the PAAP are available at www.mecas.org/paap/taskbank. The PAAP assesses the same content areas as the MEA at grades 3 through 8. Students must be assessed in all content areas included in the MEA.

PROCEDURES FOR DETERMINATION OF NEED FOR ALTERNATE ASSESSMENT

Students who may be considered for alternate assessment include only those special education students who have an identified significant or profound disability under IDEA-2004.

All students being considered for alternate assessment must have their individual situations reviewed by an IEP team prior to the time of assessment, allowing sufficient time for appropriate administration of the PAAP. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student, as prescribed in Maine Special Education Regulations, Chapter 101, August 3, 2007. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations. The PAAP will require the accumulation of evidence to be gathered during most of the school year and submitted on March 27, 2008. IEP teams are encouraged to meet during the year prior to an administration year, allowing for the gathering of student work during the following school year.

The recommendation for a student to take an alternate assessment will be reflected in a statement in the student's IEP. See the section (page 4) on documentation for a suggested format.

ADMINISTRATION OF ALTERNATE ASSESSMENT

Trained school personnel should administer PAAPs in accordance with Maine's 2008 Personalized Alternate Assessment Portfolio (PAAP) Training Manual, available at www.mecas.org/paap/manual. Schools that have students requiring alternate assessments who are in out-of-school in-state placements must assure that all information regarding the administration and submission of PAAPs are forwarded to the students' schools/programs.

DOCUMENTATION OF ALTERNATE ASSESSMENT

Special education coding for each student participating in the PAAP must be documented in the school's MEDMS system. The justification for this option must also be reflected in a statement in the student's IEP. The following is sample documentation.

This student will participate in an alternate assessment to the MEA at grade level 6.		
Section	Student Designation*	Reason for Participation through the PAAP
ELA—Reading	IEP 01	<i>The IEP Team has identified alternate assessment (PAAP) as the appropriate avenue for participation in the MEA for this student because her school program is individualized at a level that corresponds to the PAAP Achievement Level Descriptors for grades 5 and 6.</i>
Mathematics	IEP 01	

*Identify specific disability from **Chapter 101, section VII**.

Note: Guidance on PAAP development, content, and scoring is available through a series of regional workshops. For details, please refer to the DOE web site at www.mecas.org/paap/updates.

ALTERNATE ASSESSMENT SCORING AND REPORTING OF STUDENT SCORES

The assessment contractor, Measured Progress, will arrange for pickup of PAAPs on March 27, 2008. PAAPs received at Measured Progress after March 28, 2008 **will not be scored** and the students for whom a late alternate assessment is submitted will be counted as non-participants in the MEA.

All student PAAP score reports will be sent to schools following alternate assessment standard setting in the summer of 2008.

Contact Linda Parkin, MDOE Alternate Assessment Specialist, at 624-6782 or linda.parkin@maine.gov for further information.